



Programme Specification

ECS-2023: Early Childhood Studies

B&FC Certificate of Higher Education awarded by Blackpool And The Fylde College (FHEQ Level 4)

LU Foundation Degree in Arts awarded by Lancaster University (FHEQ Level 5)

LU Bachelor of Arts with Honours (Top-up) awarded by Lancaster University (FHEQ Level 6)

Programme Status: Approved | Version: 1

Introduction

This programme specification provides a summary of the main features of the Early Childhood Studies programme and includes the learning outcomes that you as a student are expected to have achieved on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

When undertaken as part of a Degree Apprenticeship additional information is available in the following resources:

- The Programme Delivery Plan
- The End Point Assessment Guide
- B&FC Mentor Guide
- B&FC Apprenticeship Strategy

Key Programme Information

Programme Code	ECS-2023
Programme Title	Early Childhood Studies
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	L520
Language of Study	English
Version	1
Approval Status	Approved
Approval Date	24 May 2023
JACS Code	Other: Other
Programme Leader	Julie Quigley

Programme Awards

Award	Award Type	Level	Awarding Body
B&FC Certificate of Higher Education	Level 4 Target Award (120 credits)	Level 4	Blackpool And The Fylde College
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

Programme Overview

Blackpool and the Fylde College remains committed to providing a highly responsive curriculum that is employment and future-focused and will enable students to develop the essential knowledge and skills that will prepare you for future success in work and life. Employability and widening participation remain central to the College's HE Strategy as it continues to develop a sustainable, Higher Education provision that supports the economic, social and cultural

development of Blackpool, and the wider North-West Region.

The Early Childhood Studies programme has been running in the School of Society, Health & Childhood since September 2008. Since its inception, the Foundation degree in its various forms has been aimed at people already working in early years settings on either a paid or voluntary basis. A series of excellent relationships with local employers and the two local authorities (Blackpool Borough and Lancashire County) has supported recruitment and provided opportunities for work-based observation and assessment.

The Foundation Degree in Early Childhood Studies will develop your knowledge of the advanced theoretical principles and contemporary issues that underpin early years practice. It provides you with the opportunity to develop an understanding of the wider social, political and economic issues related to the care and development of young children and develop the skills and attributes needed to enter a leadership and management position. The programme content is regularly updated to ensure that it is relevant and represents the ever changing nature of the sector. On successful completion of level 4 you would be eligible for a Certificate of Higher Education. This is a named qualification in its own right but you would also be eligible to progress onto year two (level 5) of the Foundation Degree. The programme of study has a mandatory requirement of employment or placement to ensure that you have the opportunity to trial theory and concepts learned in the classroom environment in practice.

The BA (Hons) Early Childhood Studies provides the opportunity to critically engage with the underpinning theoretical principles of the Early Years Foundation Stage to support effective and current practice in the workplace. You will consider the importance of reflection and how this can make positive changes not only to the professional development of the individual child but also the wider community. You will be provided with the opportunity to further develop their knowledge of communication theory to sustain change management within the sector further promoting collaboration between agencies. The mandatory requirement of employment or placement ensures that you have vocationally relevant skills that ensure currency of practice.

Admission Criteria

A minimum of 48 UCAS points in an appropriate discipline:

- PPP from Extended Diploma or MP from Diploma in Early Years
- Pass from Early Years Educator Level 3
- English Language grade C/4 or Functional Skills Level 2. If not achieved you must work towards and achieve this in your first year of study
- Applicants for whom English is not their first language are expected to achieve a minimum 6.0 overall with at least 5.5 in each component

Additional Requirements:

- All applicants must provide a letter of support from their employer confirming the proposed work experience arrangements
- 12 months hands on experience in the workplace with children (does not include administration)
- You must hold a current DBS

A professional discussion may be required prior to offer if you do not meet the exact entry criteria

Career Options and Progression Opportunities

Fast-track your career into early childhood management with the Foundation Degree Early Childhood Studies.

Ideal if you are already working in childcare but also open to anyone who wants to build a career in this sector, our two-year degree course develops the skills and qualities needed to progress into roles such as Early Years Practitioner/Manager, Family Health Practitioner, Early Years Community Connector or family Hub Support Worker/Manager.

The programme is unique in two distinct ways:

- there is a strong focus on industry-based learning (facilitated by our own extensive employer relationships)
- we also support you to get to grips with the process of studying (through an Introduction to Academic Study module and our team of dedicated personal learning mentors).

Progression Routes

The BA (Hons) in Early Childhood Studies is validated by Lancaster University. The top-up is available to students on successful completion of their Foundation Degree in Early Childhood Studies (validated by Lancaster University). Upon successful completion of the BA (Hons) in Early Childhood Studies

Students may wish to consider further study opportunities:

- MA Social Work (Salford University)
- MA Early Childhood Studies (Bolton University)
- MA Early Childhood Studies (Liverpool, John Hope)
- MA Education (Manchester Metropolitan University)
- Post Graduate Certificate in Education (PGCE) or SCITT training scheme

Students who hold a BA (Hons) degree at a 2:1 or above will be eligible to progress into a variety of graduate career opportunities such as Social Work, Nursing and Teaching through either postgraduate study programmes or traineeships/ internships (2:2s may be considered by the enrolling institution). Another opportunity for career progression is in a range of management and leadership roles within children and family services.

Programme Aims

Cert of HE (Level 4)

This programme aims to:

- Support students to become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.
- Explore the importance of digital technology and social media appropriately in a range of contexts and reflect on the experience.
- Effectively communicate with others and reflect upon one's own and others skills, beliefs, understandings and views.
- Develop skills of observation and reflection in relation to the promotion of learning and development in babies and young children.

Foundation Degree Level 5:

- Extend students skills of observation and analysis in relation to aspects of the lives of babies

and young children with reasonable adjustments to support accessibility where required.

- Provide the opportunity for students to reflect on the importance of the natural environment and being outdoors to support the growth, development, knowledge and understanding of all young children and their families
- Enable students to demonstrate a strong understanding of the pedagogy of play from a range of disciplinary perspectives.
- Present information that demonstrates an understanding of how to plan for - and where appropriate implement - meeting and promoting children's health, well-being, protection and safety and the conditions that enable them to flourish
- Reflect on different perspectives of the interrelationships between political, economic, cultural, and ideological contexts, locally, nationally and globally, in the lives of children and their families and communities.
- Explore and challenge inequalities in society and embrace an antibias approach.

Top-up Degree:

- Enable students to critically examine a range of psychological, sociological, health, historical, educational and philosophical perspectives and consider how these underpin different understandings of babies, young children and childhood.
- Provide students with the opportunity to constructively critique theories, practice, and research in the areas of child development, well-being, participation and learning for multiple childhoods.
- Demonstrate knowledge, skills and understanding of how to lead, support and work collaboratively with others including working effectively in teams with parents, carers, and other professionals.
- Develop and refine research skills and explore hypotheses and research questions relating to early childhood in an ecological context.
- Demonstrate a critical understanding of agency, give voice to and, where appropriate, act as an advocate for babies, young children, families, and communities.

Programme Learning Outcomes

Level 4

Upon successful completion of this level, students will be able to:

1. Discuss a range of philosophical, historical, psychological, sociological and health perspectives and how these underpin the wider concept of development from babies to young children.
2. Describe the appropriateness of different approaches in relation to the construction of childhood by different subjects, place and culture and apply these in a work context.
3. Explore the depth and strength of relationships with individual children, groups, and the facilitation of building relationships with their peers.
4. Identify digital and academic literacies to plan and manage continued personal and professional development.

5. Promote ethical safeguarding practices that follow and adhere to current legislative guidance.

Level 5

Upon successful completion of this level, students will be able to:

6. Examine and apply multiple perspectives to early childhood issues, recognising that early childhood studies involve a range of research methods, theories, and evidence.
7. Promote collaborative working and evidence interpersonal skills and the capacity to plan, share goals and propose solutions in a practical context.
8. Constructively critique, examine and evaluate the significance of the cultural, historical, and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood.
9. Evaluate creative learning opportunities for play, curriculum and assessment taking into account young children's health and wellbeing.

Level 6

Upon successful completion of this level, students will be able to:

10. Critically examine leadership and management in the context of the early years sector and analyse the strategies required to lead, support, and work collaboratively with others including parents, colleagues and other professionals.
11. Critique research and inquiry skills to critically investigate early years practices in order to analyse data and draw considered conclusions and recommendations.
12. Produce critical arguments for improvements to multi-agency and multi-professional practices for babies and young children with particular emphasis on current safeguarding legislations.
13. Examine and appraise societal inequalities and consider the impact on range of culturally diverse backgrounds and where appropriate act as an advocate for babies, young children, families and communities.
14. Critically reflect on the ethics of studying babies and young children from a range of perspectives at a local, national, and global level.
15. Critically evaluate the interrelationships between political, economic, cultural, and ideological contexts in the lives of children and their families.

Programme Structure

Module	Level	Credits	%	Category	Description	Length/Word Count	Grading Method
Stage 1							
B4SHACECS: Introduction to Academic Study (Mandatory)	4	20	60%	Coursework: Other	Written piece	2000	Letter Grade
			40%	Practical: Other	Cast study, analysis, interpretation (1500 words) and poster presentation (15 minutes)	15	Letter Grade
ECS408: The History of Early Years Education from Pioneers to Contemporary Practice (Mandatory)	4	20	50%	Coursework: Essay	Social Construction of Childhood	2000	Letter Grade
			50%	Practical: Presentation	The History of Early Years Education	10	Letter Grade
ECS409: Applying and Reflecting on the Statutory Framework for the Early Years Foundation Stage (EYFS) (Mandatory)	4	20	50%	Coursework: Evaluative/ Reflective Report	Reflective Report (2000)	2000	Letter Grade
			50%	Practical: Practical Skills Assessment	Student evaluation of their focused activity	2000	Letter Grade
ECS410: Safeguarding in the Early Years (Mandatory)	4	20	50%	Coursework: Essay	n/a	0	Letter Grade
			50%	Practical: Presentation	n/a	0	Letter Grade
ECS411: Challenging Inequalities in Children's Lives (Mandatory)	4	20	50%	Coursework: Other	Academic poster	1500	Letter Grade
			50%	Practical: Presentation	n/a	10	Letter Grade
ECS412: Sustainability, Education and Action for Change (Mandatory)	4	20	50%	Practical: Other	Practical Resource with rationale	1500	Letter Grade
			50%	Coursework: Other	Guidance Book	1500	Letter Grade
Stage 2							
B5ECS-16: Work Based Learning (Mandatory)	5	20	70%	Coursework: Report	Project	3000	Letter Grade
			30%	Practical: Presentation	Poster - Critical Reflection & Target Setting	2000	Letter Grade
ECS508: Critical Issues in Early Childhood Health (Mandatory)	5	20	50%	Coursework: Essay	n/a	2500	Letter Grade
			50%	Practical: Presentation	n/a	10	Letter Grade
ECS509: Working with Families a Multi-Agency Approach (Mandatory)	5	20	25%	Coursework: Evaluative/ Reflective Report	Role play and reflective account	1000	Letter Grade
			75%	Coursework: Essay	Case study essay	2500	Letter Grade

ECS510: Child Development and Early Years Practice (Mandatory)	5	20	60%	Coursework: Essay	Importance of play and technology in learning and development	2500	Letter Grade
			40%	Practical: Presentation	Presented evaluation of a resource supporting emergent literacy and numeracy skills	10	Letter Grade
ECS511: Developing Skills and Strategies for Managing Children's Behaviour (Mandatory)	5	20	30%	Practical: Exhibition/ Show	n/a	10	Letter Grade
			70%	Coursework: Essay	n/a	2500	Letter Grade
ECS512: Social Policy (Mandatory)	5	20	70%	Coursework: Essay	Essay	2500	Letter Grade
			30%	Practical: Presentation	n/a	10	Letter Grade
Stage 3							
ECS601: Dissertation (Mandatory)	6	40	100%	Coursework: Dissertation		10000	Letter Grade
ECS608: Childhood in a Global Perspective (Mandatory)	6	20	100%	Coursework: Report	Comparative report	3000	Letter Grade
ECS609: Secure Foundations - Working with Children 0-5 Years (Mandatory)	6	20	50%	Coursework: Essay	n/a	2000	Letter Grade
			50%	Practical: Other	Piece to camera	10	Letter Grade
ECS610: Leadership and Management in the Early Years Sector (Mandatory)	6	20	60%	Coursework: Essay	Essay	2000	Letter Grade
			40%	Coursework: Other	Reflective Journal	1500	Letter Grade
ECS611: Diverse Childhoods, Identities and Support Strategies (Mandatory)	6	20	75%	Coursework: Report	Critical report	2500	Letter Grade
			25%	Practical: Presentation	Presentation	10	Letter Grade

Study Workload

The expectations that the college has in relation to the amount of study time that you can expect would be as follows: Presently learners spend 8 hours (one day per week) on the Full time Foundation Degree and BA Hons programme. The Foundation Degree Degree is based on two semesters per academic year and this will require you to undertake three modules per semester.. You will study four modules per term on each year of the Foundation Degree. In regard to the BA, this is run on a semester basis and you will study two modules plus your dissertation for the academic year that the course runs. It is expected though that you will study independently to support the scheduled college hours for approximately an additional 15 hours per week, this is to engage in further reading, research and the completion of assessments.

Programme Delivery: Learning and Teaching

Whilst lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, we will be making considerable use of alternative methods of delivery and study, particularly online options such as tutor and self-assessment revision tests and formative exercises, Power-Point and other software-based lecture material, learning portals and hyper-linked resource-materials. You may expect therefore to participate in a wide variety of learning activities including live and online projects, presentations and discussion alongside more traditional modes of delivery. Additional support is available to all students in the form of specific one-to-one support sessions built in periodically to each module.

A holistic framework will be available to support you with your studies. Higher Education Learning Mentors (HELMS) provide a support service for students who require support with enhancing their academic writing skills whilst Learning Resource Centre staff (LRC) can support students to develop research skills which are essential for successful study. Both HELMS and LRC staff will be available through collaborative sessions where additional academic skills support can be sought. There is a strong emphasis on independent self-paced study during Progress Tutorials where an online support package will be available to compliment your subject specific learning.

Programme Delivery: Assessment

Assessment for both the Foundation Degree and the BA (Hons) will include a variety of formal and informal, formative and summative techniques, all of which will be offered for independent verification and examination. Assessment methods which you can expect to engage with include reports, essays, case study responses, presentations, and a research project report that aligns directly with your workplace to further strengthen the links between theory and practice.

Assessment methods will:

- Reflect and support the programme aims and learning outcomes.
- They will for example: reflect local application of national initiatives; offer the opportunity to reflect upon real work experience and practice, and encourage exploration of alternatives to received wisdom in the care and education of young children.
- Provide feedback to you and indicate ways in which to improve.
- Contribute to the grading of coursework, modules and final award classifications.

Programme Delivery: Work Based and Placement Learning

The programme both at Foundation Degree and Honours level has a mandatory work-based element that can be done through employment or by finding a placement in an appropriate setting for a minimum of 6 hours per week. This enables you to take on appropriate role(s) within the workplace, giving you the opportunity to learn and apply the skills and knowledge that you have acquired as an integrated element of the programme.

The programme, both at Foundation Degree and Honours level has a mandatory work-based element for a minimum of six hours per week. This enables you to take on appropriate roles within the workplace, giving you the opportunity to learn and apply the skills and knowledge that you have acquired. Your paid or voluntary employment should have commenced at least 6 weeks to the course commencing and you are required to provide evidence from your employer supporting your attendance on the course. Paid or voluntary employment is an essential component of the programme due to the requirement of the completion of a Work-Based Learning module in the second year where you are required to undertake a small-scale task or project which is relevant to your practice.

The Work-Based Learning module involves the development of higher-level learning within both college and the workplace. It facilitates a two-way process, where the learning in one environment is applied in the other. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, and real work environments.

Programme Delivery: Graduate Skill Development

One of the aims of this programme is to develop practitioner's autonomy and continuing professional development, whilst at the same time offering support in working with families and other professionals. This aligns with the subject benchmark statements that engagement with practice is a key feature of approaches to teaching and learning in early childhood studies and there is, within this programme, the opportunity for you to plan for the curriculum assessment, evaluation and improvement of creative learning, which takes into account young children's health & wellbeing.

It could also be argued that there have been significant changes in the way that the early years is run and managed over the last few years. Competition is now high as more and more private nurseries are emerging as demand grows therefore, future graduates need to be armed with a range of entrepreneurial and business skills to progress in their career choices. This intended programme of study aims to demonstrate currency of knowledge and a continued awareness for you to engage with digital literacies as part of the teaching and learning process.

A commitment to lifelong learning and career development:

The development of essential skills to support lifelong learning and career development is embedded throughout the Foundation Degree and BA programmes. In particular the Introduction to Academic Study module at level 4 offers an opportunity to develop vital skills associated with higher education study. Students will be required to be working in the sector on either a paid or voluntary basis for the entirety of their course for a minimum of 6 hours per week. Alongside the work-based experience (placement), students will complete a module at level 4 which is Applying and Reflecting on the Statutory Framework for the Early Years Foundation Stage (EYFS), where they will develop their reflective practice skills and identify opportunities for career progression within the sector.

Students will also complete the Work Based and Placement Learning module at level 5 whereby they will plan, design and implement a small-scale piece of research which directly links to their own professional practice. Throughout level 6 students will further develop their skills and knowledge utilising a self-managed and independent approach to the Dissertation module.

Collaborative teamwork and leadership skills:

The concept of collaborative teamwork and leadership skills will be embedded at all levels of the Early Childhood Studies programme. At levels 4 & 5 this will be a feature of the modules Challenging Inequalities in Children's Lives and at level 5 through the Working with Families: A Multi-Agency Approach. The focus of these modules is to highlight to students the importance of effective teamwork both within their own settings and through informed partnership working with parents and the wider multi-agency teams to strive for positive outcomes for children and their families. At level 6 the focus moves onto promoting and identifying a range of skills and attributes that are required to become a successful leader and manager in the early years sector. This is achieved by undertaking the Leadership & Management in the Early Years Sector module where students will explore theories of leadership and reflect on their development of leadership skills and attributes aimed at enhancing their employability and career progression.

Personal and Intellectual autonomy:

At all levels of the programme students will be expected to be actively engaged in researching the topics they are studying to ensure that they have excellent currency of knowledge relating to their subject specialism. At level 5 within the Critical Issues in Early Childhood module which has been revised due to the re-validation of the programme. An aspect of this module will require learners to evaluate the role of mindfulness and resilience in supporting the wellbeing of young children. To facilitate this practitioner's will be asked to explore the idea of mindfulness from both an adult and a child perspective. As the ability to support children with their emotional intelligence is very much dependent on the adult caring for them being emotionally stable. At level 6 the Special Support Strategies module asks students to research a diagnosed need of a young child and explore early intervention techniques and strategies to underpin their learning and development. The modules being delivered on the Early Childhood Studies programme have been created using a scaffolded approach, supporting students to move from directed study at level 4 to a more independent approach at level 5 and 6.

Ethical, social and professional understanding:

Ethical, social and professional understanding underpins the Early Childhood Studies programme at all levels, but it is particularly evident in the level 4 module Safeguarding in the Early Years which explores policies at both a local and national level and the effectiveness of these strategies to keep children safe from harm. Furthermore, the Sustainability, Education and Action for Change level 4 module asks that students discuss the importance of enabling environments that take into account such issues as climate change and protecting the planet. As students progress to level 5 and undertake the Critical Issues in Early Childhood assessment learners will explore the implications of digital technology and social media on a child's emotional intelligence. Also, at this level Working with Families: A Multi-Agency Approach examines the importance of engaging in professional relationships with a range of multi-disciplinary teams to work together to meet targets whilst having regards for the limitations of their own roles and responsibilities. Finally, the Social Policy module critically analyses the effectiveness of current government policies in supporting children and families through challenging times.

Communication, information and digital literacies:

Within the early years sector there is a great emphasis on communication skills as this is a necessary factor when working in workplace teams and with a range of outside agencies. Students will also need to be able to build professional working relationships with parents and caregivers and will need to be skilled communicators to embrace the challenges that they will be faced with. As such the first module that learners will be introduced to is the Introduction to Academic Studies module which will assess and support students' academic and digital literacy skills. This will endeavour to guide them from the onset of their course as to the correct way to research, cite references and in general to engage successfully with higher education studies. This is further supported at level 5 by the Work Based Learning module which requires learners

to plan, negotiate and engage in meaningful discussions with their employers in order to complete their workplace project. Students will refine their digital literacy skills throughout various formative and summative assessments which will require them to familiarise themselves with different digital technologies. All teaching, learning and assessments will be made available via the Canvas VLE with some use of Teams to support student progress.

Global Citizenship:

The graduate attribute of Global Citizenship is addressed specifically at levels 4 and 6 of the programmes. In an early module The History of Early Years Education from Pioneers to Contemporary Practice students will be directed to a number of examples from an international and global perspective that demonstrates the different experiences that young children may experience depending on their birthplace. Further on within that level of study the Challenging Inequalities in Children's Lives topic will consider such issues as immigrant and refugee families and the raft of issues that such issues may be faced with if they try to set up home in the UK. Students will need to have awareness of the difficulties encountered by these families in relation to English as a Second Language (ESOL), a lack of suitable social housing, access to employment and challenges to accessing benefits. This is further addressed at the same level in the Social Policy module where it will consider the effectiveness of current legislation and policy in supporting all families that are resident in Britain. For future studies as we move on from the pandemic it would be foolish not to consider how foreign policy can lead to changes to practice here in the UK. At level 6 Childhood in a Global Perspective examines a wide variety of cultural similarities and variations in approaches in relation to the education and wellbeing of young children.

Research, scholarship and enquiry skills:

The procurement of skills relating to research, scholarship and enquiry are fully embedded throughout the level 4, 5 and 6 modules intended to develop students' academic, digital and literacy knowledge informed by credible and valid research. Throughout the Introduction to Academic Study module at level 4, Work Based Learning module at level 5 and Dissertation at level 6, students will be supported to evaluate the credibility, reliability, and validity of secondary research with primary research embedded at both level 5 and 6 modules.

Enterprise and entrepreneurial awareness and capabilities:

The work experience element undertaken throughout the duration of the programme complements modules such as Work Based Learning and Applying and Reflecting on the Statutory Framework for the Early Years Foundation Stage (EYFS), allowing students to explore work-based projects and identify enterprise and entrepreneurial skills. Guest speakers from industry will play an integral role within the curriculum. At level 6, the Diverse Childhoods, Identities and Support Strategies module will encourage students to examine the sustainability of services, considering external influences which could affect the accessibility and outcomes for children and their families.

The ability to solve complex and unforeseen problems with creativity and imagination

The Introduction to Academic Study module, Work Based Learning module, and Dissertation module include elements which require the students to problem solve and make recommendations informed by research. Students will be encouraged to utilise creativity and imagination to apply theoretical perspectives to case studies relevant to the sector. Within the Developing Positive Behaviour Strategies module at level 6, learners will be asked to research, plan, and implement strategies in the workplace that will promote positive behaviour for a range of children that may be experiencing challenges due to mental health conditions or cognitive delay which impacts on their ability to self-regulate.

Study Costs: Equipment Requirements

No special equipment is required as a full range of IT is available within the Learning Resource Centre for enrolled students. Students may wish to purchase a computer (desktop or laptop) as all assessments are submitted electronically and the relevant software can be provided by the College free of charge.

Study Costs: Additional Costs

All students will need to have an up to date DBS certificate to be employed in the early Years sector. If this is not provided by your setting the cost of the application is at present £38.00 (April 22), ID verification through the Post Office is £13.00 and subsequent applications to the DBS Update Service are £13.00 per year (April 22).

Related Courses

The School of Society, Health & Childhood has a range of alternative degree programmes which would be suitable for practitioners in the early years sector. These include, the Foundation Degree Working with Children, Young People and Families, the Foundation Degree Teaching and Learning Support for those who would like to transfer working within a school environment or who may wish to work in a more pastoral role. There is also the Foundation Degree Mental Health & Resilience which is aimed at individuals wishing to progress their careers in a non-medical mental health support role.

Post graduate opportunities:

There are currently several qualifications that students would be eligible to apply for following on from the level 6 Hons award including the Post Graduate Certificate in Education (PGCE), MA qualifications or a range of traineeships and internships. Students are advised to check the entry criteria to ensure that the BA (Hons) in Early Childhood Studies is the most appropriate pathway to successful career progression.